

Unit Planning Guide: Grade K Unit 7 of 8

Unit Title: I Can Read, I Can Write	Pacing (Duration of Unit): 4 weeks
Grade: Kindergarten	Buffer Day(s): 3

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.**
- **RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three- phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)**
- **RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- **RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2a Capitalize the first word in a sentence and the pronoun I.
- L.K.2b Recognize and name end punctuation.
- **L.K.2d Spell simple words phonetically, drawing on knowledge of sound- letter relationships.**
- **L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
- **L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

<ul style="list-style-type: none"> • L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. • RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text. • RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>*These standards are taught throughout the year</p> <ul style="list-style-type: none"> • SL.K.1a * Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion. • L.K.1* Demonstrate command of the conventions of standard English grammar and usage when writing or <u>speaking</u>. • L.K.1b* Use frequently occurring nouns and verbs. • L.K.6 * Use words and phrases acquired through conversations, reading and being read to, and responding to texts. • RL.K.4* Ask and answer questions about unknown words in a text. • RL.K.10* Actively engage in group reading activities with purpose and understanding. • RI.K.4* With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10* Actively engage in group reading activities with purpose and understanding. 	<p>supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Adding a prefixes and suffixes change the meaning of the word • Words may have more than one meaning and use • Authors use supporting details to get the message to the reader • You can compare and contrast books 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What is a prefix and a suffix? • How can words have more than one meaning? • Why should I use supporting details when I dictate or write a story? • Why is it important to compare and contrast books?

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Acquisition (*Mostly assessed through traditional summative assessments)	
<p>Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> • When to add a prefix or suffix to a word • That some words have more than one meaning • Why authors use detail in their writing <p>Key Academic Vocabulary –</p> <ul style="list-style-type: none"> • syllable • Prefix, suffix • Compare • Contrast 	<p>Skills: The discrete skills and process students should be able to use independently (<u>Bloom’s Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Adding prefixes and suffixes in words to get meaning across (knowledge, application) • Using words that have more than one meaning (knowledge, application) • Using detail in their writing (knowledge, application)